



Cardinal Newman Catholic Primary School

Universal Support (Wave 1)

Communication and Interaction

- Learning objectives
- Class noticeboard, including homework for week displayed
- Key vocabulary clearly displayed in classroom
- Home/ school diary
- Reading record book
- Circle time
- Chunking instructions
- Repeating back
- Modelling speech
- Talking partners
- Visual prompts eg 'Good Listening' reminder
- Visual timetables
- Extra classrooms eg Group Room/work areas outside classrooms
- Review seating arrangements
- Gestures/Makaton
- Word maps – mind maps



Cognition and Learning

- Differentiated curriculum planning and work
- Differentiated delivery eg simplified language, slower lesson pace
- Differentiated outcome eg cartoon strip instead of written prose, use of ICT
- Increased visual aids/ modelling etc
- Visual timetables
- Illustrated dictionaries/spellcheckers
- Use of writing frames
- Use of visual resources around the room
- Differentiated word banks
- Brain gym/movement breaks
- Differentiated targets
- Differentiated next steps
- Differentiated success criteria
- Differentiated seating arrangement/groupings
- Talk partners considered to encourage a good role model
- Use of visual resources around the room
- Peer assessment
- Visual, Auditory, Kinaesthetic (VAK) approaches to learning



Sensory and Physical

- Flexible teaching arrangements eg seating, pupil being able to move at will to access lesson
- Teacher aware of implications of sensory and physical impairment eg not covering mouth when talking to pupil with hearing impairment/light implications for visually impaired and lip readers
- Availability of resources eg writing slopes/wobble cushion and pencil grips
- Best use of furniture, space and lighting
- Easy access to resources
- Visual prompts
- Teacher faces children when speaking
- Regular movement breaks- length of activities age appropriate
- Motor development supported through PE curriculum
- Accessible building
- Different areas in outside area eg shaded area, adventure playground
- KS2 Access to indoor area at lunchtimes



Social, Mental and Emotional Health

- Multi sensory teaching
- Behaviour plan that's transparent to pupils and parents
- Class rules visually displayed
- Clear reward system
- Time out system
- Seating plan that promotes learning
- Visual timetable
- Visual schedules
- Talking partners
- Circle time/SEAL resources
- Assemblies that focus on specific issues
- Lunchtime clubs and peer support
- Differentiated expectations of ability
- Relevant training for school staff
- Building Learning Power (BLP)